

Investigate Stage

Criterion A

Name: _____

Class: _____

Maximum: 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Achievement level	Grade 9 level descriptor	Task specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	<ul style="list-style-type: none"> Student does not submit any work
1–2	The student states the problem. The student investigates the problem, collecting information from 2 sources. The student considers some specifications.	<ul style="list-style-type: none"> Investigation notes are incomplete Student submits a design brief, which states which type of product will be created. Student attempts to create design specifications and mention some sources
3-4	The student describes the problem, mentioning its relevance. The student investigates the problem, selecting and analyzing information from some acknowledged sources. The student writes a specification and designs a test to use to evaluate the product against the specification.	<ul style="list-style-type: none"> Student submits a problem and design brief, which describes what type of product will be created. Student submits investigation notes that include 2-3 referenced sources but are not fully evaluated. Student creates design specifications and describe a method of testing
5-6	The student describes the problem, discussing its relevance. The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources. The student describes detailed methods for appropriate testing to evaluate the product/solution against the design specification.	<ul style="list-style-type: none"> Student submitted a thorough and well written <u>problem and its relevance</u> – importance of the problem to be solved, <u>design brief</u> – which explains solution/product to be focused on; <u>design specifications</u> based on research and are clearly described. Student used at least 3 <u>different sources</u> – different media/type is a <i>plus!</i> The sources are referenced correctly (MLA format) and evaluated. Student clearly describes a <u>method of testing</u> whether the product meets the design specifications.

NOTE: The Problem and Design Brief are sometimes viewed as two different sections of the design process. However, they are very closely related. Before you can start a design project you must find a 'problem' to solve. Sometimes this may be given to you as a question set by the teacher and is usually a paragraph of writing. The 'design brief' follows the 'problem' and states clearly how you intend to solve the design problem. (Sample is available at <http://www.technologystudent.com/designpro/problem1.htm>)